

THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"

School Improvement Priorities

2025-2026

Priority 1: Leadership and Management- To ensure that the school's culture is strong and is fully aligned to the vision and values

1. Vision and Values

- Vision and values continue to be exemplified so they are understood by all

2. Developing stronger sense of community

- TDS to be the school of choice in the community
- Website to remain compliant and an accurate reflection of the current school
- TDS to host events/lease site to contribute to the community
- School improvement awareness – successes shared with all members of community

3. Developing effectiveness of leadership

- Staff leadership roles embedded at all levels to achieve school priorities
- Establish new governing body

4. Finance

- School leaders ensure financial stability of the school

Priority 2: Quality of Education - To improve the attainment for pupils so that they are at least in line with national expectations across the school

1. Teaching and learning – Consistency in teaching and learning with high expectations and improved outcomes

- To enhance questioning strategies
- To integrate retrieval practise into teaching
- To refine the teaching of Spelling Year 3-6
- Academic interventions have an impact on identified pupils

2. Assessment – Data is accurate and used to improve pupil outcomes

- Assessment of foundation subjects
- Assessment data is used effectively
- Assessment of reading

3. Curriculum

- To further develop an effective TDS curriculum
- Establishing year 1/2 provision for foundation subjects
- Continued improvement of the maths curriculum
- Continued improvement of the writing curriculum
- To further enhance the use of vocabulary through the curriculum

4. SEND - robust, central systems for SEND processes ensure provision is carefully monitored and additional support is having the highest impact possible.

- Improve the progress of pupils with SEND by embedding effective teaching strategies, targeted support, and tracking.
- Staff awareness of supporting specific SEND needs to be improved through OAP
- Continue to develop SEND provision to meet the needs of SEND children – Ordinary Available Provision (OAP) is supporting the progress of SEND children
- Establish and embed a shared, measurable vision for SEND across all stakeholders, underpinned by strong, strategic SEND leadership at all levels.
- Ensure high-quality, adaptive teaching and learning for all SEND pupils through strengthened classroom practice, targeted interventions, and monitoring.

5. Strengthen EYFS provision

- Create a literacy-rich environment that promotes a love of writing and writing outcomes are in line with national
- Reduce the proportion of children entering school in Reception significantly behind age-related expectations (ARE).

Priority 3: Behaviour - To ensure the school is a safe one where pupils enable each other to learn, grow and succeed together

1. Robust safeguarding

- Detail a comprehensive and sequenced safeguarding curriculum across all year groups, ensuring age-appropriate coverage of key safeguarding themes

2. Consistent use of systems to support good behaviour

- Behaviour Policy and strategy understood and consistently applied by all
- Embed the Zones of Regulation consistently across the school to support emotional literacy, self-regulation, and inclusive behaviour practices.

3. Promote good attendance

- Attendance of groups and persistence absentees needs to be closely monitored

Priority 4: Personal Development - Enhance pupils' spiritual, moral, social and cultural development to develop responsible, respectful, and active members of the school community

1. Further develop robust, consistent systems for pupil leadership across all year groups, ensuring clear roles, structured opportunities, and pupil input into key aspects of school life.

- Improve tracking and impact of pupils' pastoral/welfare interventions
- Extra-curricular club offer to be expanded
- Develop well-being of the whole school community

2. Develop well-being and outdoor learning opportunities to ensure children become resilient, confident, independent and creative learners

- To ensure the School Council has meaningful input into the self-evaluation process and the setting of development priorities at The Downley School, promoting genuine pupil voice in school improvement.
- Develop further opportunities for pupil leadership
- Increase pupil engagement with the local community by ensuring each year group at The Downley School undertakes a meaningful community project during the academic year.
- To ensure every year group leads a fundraising activity for a chosen charity, building a culture of social responsibility and community engagement at The Downley School.

3. Playtime caters for a variety of interests

- Achieve platinum play status through OPAL accreditation process

Priority 5: Global Citizens - Environmental education to be recognised as an area for development for the school

1. Use school site for outdoor education by providing outdoor learning activities

- Site to be utilised effectively for outdoor learning

2. Engage children in their support to manage the site and think about their impact they have on the environment

- To achieve Eco-Schools Green Flag status by embedding sustainable practices and environmental education



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